

2005 – 2006 TCAP ACCOMMODATIONS INFORMATION

ALLOWABLE ACCOMMODATIONS



2005-2006 TCAP ALLOWABLE ACCOMMODATIONS

Use of Allowable Accommodations is based on individual student need and may be used by **any student** as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC) TCAP Gateway	TCAP Writing
Large Print or Braille (<i>Readers for illustrations and graphs</i> are permitted if verified Visual Impairment is documented on IEP)	Extended Time is allowed if student meets required conditions for Special Accommodation A	Untimed	EOC – Extended Time is allowed if student meets required conditions for Special Accommodation A Gateway – Untimed	Extended Time is allowed if student meets required conditions for Special Accommodation A
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Calculator /Mathematics Tables (Items not measuring computation)	Allowable for specified subtests. See <i>Test Administration Manual</i> for Instructions.	Special Accommodation Only	Allowed See <i>Test Administration Manual</i> for calculator restrictions.	Not Applicable – no calculations
Flexible Setting	Allowed	Allowed	Allowed	Allowed
Individual				
Small Group				
Designated Part of Room				
Study Carrel				
Other Classroom				
Homebound/Out of School				
Visual/Tactile Aids	Allowed	Allowed	Allowed	Allowed
Magnification Equipment				
Templates, Masks, Pointers				
Abacus				
Auditory Aids	Allowed	Allowed	Allowed	Allowed
Amplification				
Noise Buffer				
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling	Allowed	Allowed <i>Competency Tests are untimed. The student should have as much time to complete the test as needed during the school day.</i>	Allowed <i>Gateway Tests are untimed. The student should have as much time to complete the test as needed during the school day.</i>	Allowed
Flexible Scheduling of Subtests				
Flexible Time of Day				
Scribe/Recording Answers	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe				Special Accommodation Only
Marking in Test Booklet	Allowed	Allowed	Allowed	Not Applicable
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed

Allowable Accommodations

(for use by *any* student—General Education, Special Education, and ELL – as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. The test validity is seriously threatened by modifications that change the nature of the task being tested.

Use of Allowable Accommodations should be based on individual student need. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to TCAP test administration. The teacher must discuss the accommodations with the student prior to testing.

TCAP Allowable Accommodations are specifically defined as follows.

LARGE PRINT OR BRAILLE TESTS: Any large print or braille test must be requested in advance. Audio versions of the test are sent along with Achievement, Competency, EOC and Gateway tests. With the exception of the Competency Test, audio versions are available to correspond with braille tests only. "Readers" for illustrations and graphs are permitted with the large print or braille versions of the TCAP assessments only when students have Visual Impairment verified on the IEP. Extended Time for students using large print or braille tests is not permitted unless documented on the IEP or 504 Service Plan.

Questions for the Classroom Teacher

1. Does the student use large print or braille during regular classroom instruction and similar classroom assessments?
2. How will the student record responses to the large print or braille version of the test (e.g., mark in test booklet or dictate to a scribe)?
3. Does the student need magnification devices?
4. Does the student qualify for the Special Accommodation of Extended Time?
5. Will the student require Flexible Scheduling?
6. Will the student require Flexible Setting?
7. Will the student require a "Reader" for illustrations and graphs? If so, is it documented on the student's IEP?
8. If using braille, will the student need the accompanying audio version of the test?

SIGNING INSTRUCTIONS: Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. This includes prompts for the Writing Assessment. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.

**Questions
for the
Classroom Teacher**

1. Does the student typically use sign language during regular classroom instruction and similar classroom assessments?
2. Have arrangements been made for the Test Administrator to sign the test being administered?
3. Is the Test Administrator proficient in sign language or the student's individual communication modality?
4. Is the student familiar with the Test Administrator (interpreter)?
5. Will the student require Flexible Scheduling?
6. Will the student require Flexible Setting?

REPEATING INSTRUCTIONS: Directions normally read aloud or signed to students may be re-read/signed verbatim as needed. This includes prompts for the Writing Assessment.

**Questions
for the
Classroom Teacher**

1. Does the student typically require repetition of instructions during classroom instruction and similar classroom assessments?
2. Is Flexible Setting required due to numerous requests for repetition?

CALCULATOR/MATHEMATICS TABLES (items not measuring computation): Calculators and/or mathematics tables may be used for test items that do not measure the academic skill of computation (e.g., applied concepts and algebraic problems) and are permitted on all TCAP Achievement, EOC and Gateway Tests. Therefore, use of calculators and/or mathematics tables on items not measuring computation is not considered a Special Accommodation. If the school system does not permit this Allowable Accommodation, the IEP Team or 504 Review Committee should document use of calculators and/or mathematics tables on the *Allowable/Special Accommodations Addendum*. See *Test Administration Manual* for selected subtests and calculator restrictions.

**Questions
for the
Classroom Teacher**

1. Does your system allow use of the Calculator/Mathematics Tables on approved tests/subtests?
2. Does the student typically use a Calculator/Mathematics Tables during classroom instruction and similar classroom assessments (e.g., assessments that do not measure computation)?
3. Will the student require Flexible Setting?
4. Has the memory in the calculator been cleared prior to testing? Memory must also be cleared after testing.
5. If the student has an IEP, does s/he qualify for use of Calculator/Mathematics Tables on all math tests/subtests?

FLEXIBLE SETTING: Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

**Questions
for the
Classroom Teacher**

1. Does the student typically require classroom assessment in an alternate setting or location?
2. Is the student familiar with the setting in which s/he will be tested?
3. Have arrangements for Flexible Setting been made with the Building Level Testing Coordinator prior to the assessment?
4. If the student is assessed in a small group, have arrangements been made to accommodate a group of no more than five (5) students?

VISUAL/TACTILE AIDS: Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers and abacus.

**Questions
for the
Classroom Teacher**

1. Does the student typically require visual/tactile aids during classroom instruction and similar classroom assessments?
2. Is the student proficient with the visual/tactile aids to be used during the assessment?
3. Will the student require Flexible Scheduling in order to appropriately use visual/tactile aids?
4. Is the student using a magnification device? Will s/he tire more easily than other students, requiring the need for Multiple Testing Sessions?
5. Will the student require Flexible Setting?

AUDITORY AIDS: Auditory aids include amplification devices and devices that are used as noise buffers. This includes white noise machines

**Questions
for the
Classroom Teacher**

1. Does the student typically require visual/tactile aids during classroom instruction and similar classroom assessments?
2. Is the student familiar and proficient with the visual/tactile aids to be used during the assessment?
3. Will the student require Flexible Scheduling in order to appropriately use visual/tactile aids?
4. Will the student require Flexible Setting?

MULTIPLE TESTING SESSIONS (within school day): TCAP tests or subtests may be given in smaller segments adhering to the allotted time for that test/subtest as specified in the *Test Administration Manual*. Use of this accommodation requires individual or small group setting. Breaks taken by the student during the testing period must be closely supervised.

As an Allowable Accommodation, “Multiple Testing Sessions” does not apply to an entire general education classroom, but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

Achievement and EOC tests are timed and the administration must remain within the overall time allotted. The test/subtest must be completed within the school day. Competency and Gateway Tests are untimed and the student may take as much time as needed within the school day to complete the test.

**Questions
for the
Classroom Teacher**

1. Does the student typically require classroom assessments to be administered during several “mini-sessions”?
2. Has the Test Administrator worked with the Building Level Testing Coordinator to determine Flexible Setting needs, as well as Flexible Scheduling needs?
3. Is the student familiar with the setting/environment in which s/he will be tested?
4. Has the building testing coordinator determined who will supervise the student during any scheduled breaks?

FLEXIBLE SCHEDULING: The student may be administered fewer Achievement subtests during a given day than the recommended system schedule. Extended breaks between subtests may be given to the student. Achievement subtests, End-of-Course Tests, and the Writing Assessment may be given at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. The test/subtest must be completed within the school day. Each test/subtest given must be completed within the school day.

As an Allowable Accommodation, Flexible Scheduling does not apply to an entire general education classroom, but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system’s testing window.

**Questions
for the
Classroom Teacher**

1. Does the student easily fatigue or lose ability to concentrate, requiring extended breaks between testing sessions?
2. Does the student perform better during a specific period of the day (e.g., morning or afternoon)?
3. Has the Test Administrator worked with the Building Level Testing Coordinator to determine flexible scheduling and flexible setting needs?
4. Is the student familiar with the setting/environment in which s/he will be tested?

SCRIBE/RECORDING ANSWERS: Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. This accommodation may require special return packing procedures. Please contact your System Testing Coordinator for packing instructions. This accommodation is considered a Special Accommodation for the Writing Assessment, and students must meet the required conditions for Special Accommodation J prior to its use. When there is a short-term situation (e.g., broken dominant arm) where a student without an IEP or 504 Service Plan will require the use of a Scribe for the Writing Assessment, directions for Special Accommodation J must be followed for the administration of the test. In this case, the System Testing Coordinator should submit a Unique Adaptive Accommodations Request Form for review and approval.

***Questions
for the
Classroom Teacher***

1. Is the student able to mark answers on the answer document provided for the test?
2. Does the student typically have difficulty with fine-motor skills to the extent that a Scribe would be required for accuracy of recording responses?
3. Does the student have a short-term reason s/he is unable to record answers (e.g., broken arm)?
4. Does the student have excessive difficulty with visually tracking answers from the test booklet to the answer document (e.g., loses his/her place)?
5. Is the student able to mark answers on the answer document provided for the test?
6. Does the student use a Scribe during regular classroom instruction and similar classroom assessments?
7. Will the Scribe have prior experience working with the student?
8. How will the Scribe record the student's responses (e.g., use a clean sheet of paper, code the answer sheet, or write in the test booklet)?
9. Will the student dictate to the Scribe by: a) saying the letter of the answer choice, b) reading aloud the entire answer choice, or c) pointing to the correct answer choice?
10. Who will ensure that the student's answers are transcribed accurately on the answer document?
11. Will the student require Flexible Setting?
12. Is Flexible Scheduling required?

MARKING IN TEST BOOKLET: With the exception of the Achievement Tests in grades K-3, students may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents. Stray marks in test booklets for grades K-3 could result in inaccurate scoring. If a student in grades K-3 requires additional marking during testing, a transparent overlay may be used. The building testing coordinator must ensure that all transparent overlays are erased after testing.

**Questions
for the
Classroom Teacher**

1. Does the student typically use this accommodation during classroom instruction and similar classroom assessments?
2. If a transparent overlay is used (for grades K-3), does the student typically use this accommodation during classroom instruction and similar assessments?
3. Has the student practiced completing assessments on the appropriate type of answer document?

STUDENT READS ALOUD TO SELF: The student may read aloud the test being administered to himself/herself if in an individual setting.

**Questions
for the
Classroom Teacher**

1. Does the student typically read aloud (or move lips when reading) to himself/herself during regular classroom instruction and similar classroom assessments?
2. If the test has time limits, has the student practiced using this accommodation on a timed test? If so, has the student practiced assessment in an individual setting?
3. Has the Test Administrator worked with the Building Level Testing Coordinator to determine who will administer the test in an individualized setting?
4. Is the student familiar with the setting/environment in which s/he will be tested?

NOTICE: In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students *Unique Adaptive Accommodations Request Forms* should be submitted to the Department of Education for review and approval. This form may be found at the end of this document or on the web at <http://www.state.tn.us/education/speced/seassessment/>.